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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: White Ribbon Wednesday**  **Duration: 3 weeks 15min sessions** | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 4/5** | *A student:*  Strand 1: Self and relationships enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships.  4.3 describes the qualities of positive relationships and strategies to address the abuse of power  5.3 analyses factors that contribute to positive, inclusive and satisfying relationships  Depending on what activity and presentation the class works towards you may add in syllabus outcomes from a range of subjects. Example: students create an art installation where they paint a portrait of the people affected by domestic violence. Outcome that could be added visual desgin 5.1.1analyses and applies a range of design concepts and processes | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * Recognise forms of abuse and neglect that can affect children and families eg: physical, emotional, sexual abuse, domestic violence * Understand the impact of abuse and neglect * Identify behaviours that display the positive use of power in relationships * Develop a commitment to, and skills for, challenging the abuse of power * Develop ground rules and boundaries when forming new relationships * Recognise the cycle of abuse | | | | | | | | **Students learn about:**   * White Ribbon Day and the campaign * What is violence and the impact that violence has on an individual, family, and wider community * Qualities of respectful relationships * Rights and responsibilities in relationships * Power in relationships including sources, types, abuse * Influence of gender stereotypes * Protective strategies * Developing equal and respectful relationships * Recognising and responding to abusive situations including family and domestic violence and the impact of violence and abuse on the individual and relationships. * Safety strategies and seeking help and assistance | | | | | | | | |
| **Background and Key Ideas** | A majority of returning students have participated in White Ribbon Wednesdays form term 4 2015. They participated in the development and delivery of weekly social skills around the topic and also an activity day including art, music, and craft workshops. A mural within the school has been established and staff and students wear and have the opportunity to purchase White Ribbon badges.  Lessons have included: What is WR, where did it all begin, why is it important, what is violence and the continuum of violence, what is a man and the behaviours and qualities of a ‘real man’, what is a women and the behaviours and qualities she possess, gender inequality and stereotypes and gender and safety,  Campbell House School is a White Ribbon School. | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| Student:  Literacy Aspect: Speaking  Element: Cluster 7  Teaching activities linked to program to increase learning:  Provide opportunities for students to practise effective listening behaviours and group interactions about the issue of domestic violence. | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| Student: NA  Numeracy Aspect:  Element:  Teaching activities linked to program to increase learning: | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**  x  F:\Mock ups\Square elements\Numeracy.jpg    x  x  E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg x | **Before each lesson please read to the students:**  **“We understand that the White Ribbon and domestic violence awareness lessons run here may bring up past traumas or an emotional response for some staff and students. If you need to have a break, have a quick chat, grab a glass or water, or debrief after the session please feel free to stay back and talk or please link up with a trusted adult or a counsellor.”**  **Lesson 1 Week 5:** **Overview of White Ribbon**  **Introduction: Survey**  Type up the following questions and deliver to students as a pre survey;  What is your understanding of violence?  What types of violence do you know?  Who is impacted by domestic violence?  How can violence affect a person’s health?  What is White Ribbon?  How did White Ribbon start?  What are 2 statistics you are aware of around violence against women?  **Body:**  Choose a video/s from the website below to view with the class and unpack the message behind it. ‘The Audition’ is a good video to start with as it really exposes and opens conversations to the different types of violence.  <http://www.whiteribbon.org.au/schools/resources>  Choose a space in your classroom to become your White Ribbon Wall. Create a mind map or a wordle http://www.wordle.net/ with language students associate with violence. Once created put up on your White Ribbon Wall.  **Conclusion:**  As a class decide upon your definition of violence and also place this on your wall.  **Lesson 2 Week 6: Violence and its impact**  **Introduction**: Discussion  Why do men grunt or whistle at women? What do you think these men want to achieve or how do they want a women to react? Is this part of a respectful relationship? What defines a respectful relationship?  Read through and discuss the cycle or violence and continuum of violence.  Body:  Ask one student to volunteer to lie down on the butchers paper and have staff and or students trace around their body. Around the body write down all the types of violence that occur. On the inside write down the effects of violence on the body.  Conclusion:  On a piece of blank paper students can write down all the names or incidents that have hurt them. After they have done tell them to scrunch up the paper and throw it on the ground tread on it and destroy it in any way besides ripping. Now unravel the paper and ask students to apologize and fix what they did. Did it work? Did the paper return to normal? The same principle applied to domestic violence. The ‘scars’ remain.  **Lesson 3-5 Week 7-9: Individual class projects**  Introduction:  Create a mind map with the class with the centre being White Ribbon. What are students understanding of White Ribbon, domestic violence, gender stereotypes etc.  Body:  As a class brainstorm and decide on a project that you can run within the class that will represent the students understanding of domestic violence. It could be a class video, art instillation, research project, poetry…. the list goes on. You will spend the next few weeks working on this project. Students may work together as a class, as pairs or even as individuals to contribute to the project.  Conclusion:  At the end of each lesson ask the students the following questions and discuss; What have they learnt about domestic violence and white ribbon? How does the project they are working towards assist to break the cycle? What else would they like information about? (the following week provide answers to student questions)  **Lesson 6 Week 10: support White Ribbon**  Introduction:  Choose a video/s from the website below to view with the class and unpack the message behind it.  <http://www.whiteribbon.org.au/schools/resources>  Body: Sharing of projects  Choose a buddy class to share your class project with. You can present this in any way through either a PowerPoint, class speech, invitation to join a discussion, an activity etc.  Conclusion: Survey  Type up the following questions that were deliver to students as a pre survey and deliver as a post survey;  What is your understanding of violence?  What types of violence do you know?  Who is impacted by domestic violence?  How can violence affect a person’s health?  What is White Ribbon?  How did White Ribbon start?  What are 2 statistics you are aware of around violence against women? | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | |
| Adjustments made to support individual student literacy and numeracy levels.  Work designed to engage learners  Use of ICT to support student engagement and also expression  1:1 support when needed  Highly scaffolded work | | | | | | | Students will be involved in lessons that enable them to participate in discussion and focus on open communication and dialogue.  Development of or building upon students collaborative learning and team work skills  Opportunity to increase self management skills and relationship building skills | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | |
| Assessments will vary depending on individual class projects.  Example of assessment;  Students complete individual projects or assist with the completion of a whole class project.  Rubric will be breakdown of each syllabus outcome  Weight is 10% of final grade by end of week 10.  Students complete an individual painting of a portrait of a face of domestic violence and a face of a supportive relationship. (stage 4 student)  Rubric- recorded question and response to understanding of domestic violence, completion of final product showing understanding of impact of domestic violence, final verbal presentation to buddy class including literacy continuum aspects of speech.  Weight 10% of final grade by the end of week 10. | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | |
| Computer with interactive whiteboard/ smart boards linked  White Ribbon Website  <http://www.whiteribbon.org.au/schools/resources>  Butchers paper for lesson 2  Resources for individual class projects  Pens | | | | | | | | | | | | | | | | | |

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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |